

Lesson 3: Human Sexuality

OBJECTIVES

1. Students will increase their knowledge about sexuality.
2. Students will understand the difference between sex, sexuality and sexual orientation.
3. Students will dispel common myths about sexuality.
4. Students will reflect upon the messages they have received about sexuality.
5. Students will understand what influence their beliefs about sex and sexuality.

AGENDA

5 minutes	Do Now
20 minutes	Human Sexuality Person
15 minutes	Values & Beliefs
10 minutes	What I Have Been Told & What I Believe
Homework	What Influences Your Beliefs about Sex?

MATERIALS

- Butcher Paper (for human sexuality person sheets - instructions in lesson)
- Markers
- Agree, Disagree, & Pass Signs
- Index Cards
- Worksheet: What I Have Been Told & What I Believe
- Homework: What Influences Your Beliefs about Sex?

CALIFORNIA HEALTH EDUCATION STANDARDS

2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences. .

2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

8.3.G Support others in making positive and healthful choices about sexual behaviors.

Lesson 3: Human Sexuality

BEFORE THE CLASS

For this lesson, you will need to prepare the large pieces of paper for the Human Sexuality Person activity. Instructions for materials preparation are in the Human Sexuality Person activity notes.

DO NOW

5 minutes

Materials

- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

Activity

Write on board and have students complete the following task.

Write down 5 places you receive information about sex.

If there is time, have a few students share their responses.

HUMAN SEXUALITY PERSON

20 minutes

Materials

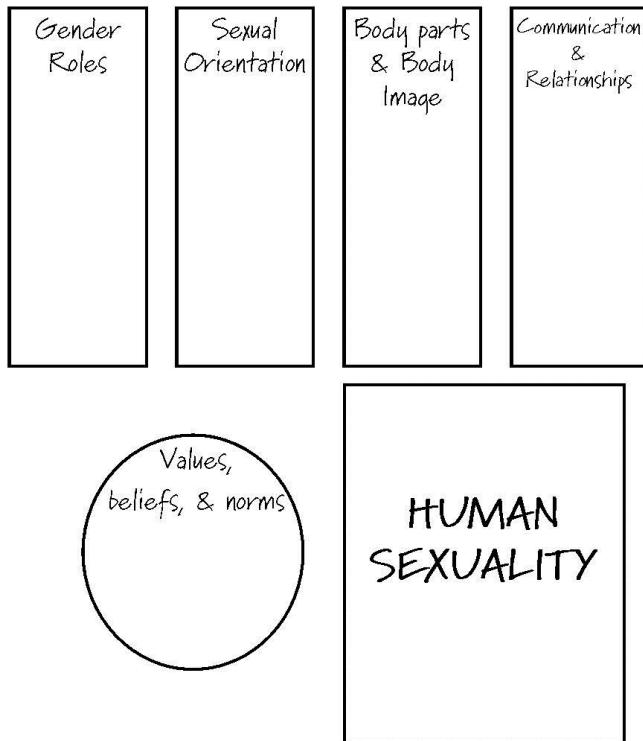
- 5 Human Sexuality Topic Sheets and one large Human Sexuality sheet (instructions below)
- Markers

Activity

Materials preparation instructions: Materials will need to be prepped before this activity.

Cut two pieces of flip chart paper in half to make 4 pieces (or cut 4 rectangles out of butcher paper – all about the same size). Cut one circular shape out of flip chart/butcher paper. There will be 5 cut pieces total.

On the top of each piece write one of the topic categories (Communication & Relationships; Body Parts & Body Image; Gender Roles; Sexual Orientation; Values, Beliefs & Norms). On another full piece of flip chart paper (or cut a large rectangular piece of butcher paper) write “Human Sexuality” in large letters in the middle. Materials will look like this:



In this activity, students will explore the messages and information they receive from the world around them on topics related to sexuality.

Break the students up into 5 groups. Distribute one of the Human Sexuality Topic Sheets (Communication & Relationships; Body Parts & Body Image; Gender Roles; Sexual Orientation; Values, Beliefs & Norms) to each group. Give the group about 2-5 minutes to brainstorm their ideas on the sheet and then rotate the topics sheets to a new group. Let the students know that there are no “right” or “wrong” answers for this activity. Instruct the group to engage in free word association- they should write down what they have learned about the particular topic and what comes to mind when they see the category.

Suggested Script:

We are going to do an activity that allows you to think about the messages you have received about sex and sexuality from the world around you. These messages may be from family, friends, school, media, tv, religion, or your community or culture. You will be put into small groups and each group will receive a topic to think about and brainstorm ideas onto the poster. There are no “right” or “wrong” answers in this activity. All ideas should be written on the paper. After a few minutes we will rotate the posters so your group can work on a new topic. At the end, we will discuss all of the ideas and messages you wrote on the posters.

Using the definitions below, explain each category to the group, so that students understand each category. Once the activity begins, if groups are stuck, use the questions below to encourage conversation on the topic:

Values, Beliefs, and Norms: roles, values and ideas we learn from society, our culture and our families. It can be helpful to ask students to focus on the sexual values they have learned in this category. Helpful questions to consider:

- What did you parent(s)/caregiver(s) teach you about sex? What did they not teach you about sex?
- What beliefs about sex, dating, and relationships does your family have?
- What have you learned from the media about sex?

Sexual Orientation: who we are attracted to and the values that we learn about attraction and identity. You are asking students to brainstorm their ideas about this category, not to write their own sexual orientations on the sheet of paper. Helpful questions to consider:

- What sexual orientations have you heard of? What have you heard about these?
- How are people of different orientations portrayed in media (music, movies, tv)?
- Are there different rules or laws for people depending on their sexual orientation? What are those rules/laws? Why do you think these exist?

Gender Roles: are culturally accepted and expected behaviors associated with gender (man/woman/transgender/gender queer). These expectations can often be stereotypical. Gender roles are constructed and the stereotypes can often be harmful to people. Helpful questions to consider:

- What do we learn about gender? How do we learn about gender?

- Are there different roles for men and women? What are they? What do you think about them?

Communication & Relationships: There are many different types of relationships and ways that people communicate with people they are in relationships with.

- What types of relationships are healthy?
- What type of communication does a person need to be in a healthy relationship?
- How do people start relationships? How do people end relationships? Are these healthy or unhealthy ways of starting/ending relationships?
- What kind qualities make a “good” partner?

Body Image and Body Parts: there are many parts of the human body and we have even more words to describe these different parts of the body.

- What different ideas do we have about body parts?
- How do we feel about our bodies?
- How does our image of our bodies affect us?
- According to TV, movies, and music what types of bodies or what body parts are valued or considered beautiful/desirable?

When all groups have finished, read aloud some of the comments from each category or have students present each topic sheet. If there are questions or misconceptions written in the categories make sure to address them.

Teacher Tip:

As the students are working, walk around the room and offer assistance to each group. Encourage each member of the group to share their ideas. Make sure all students' ideas are honored in the group. The group does not have to agree on everything that is written on the paper. It's important to remind students that while everyone has the right to their own beliefs, they should be respectful in how they communicate those beliefs.

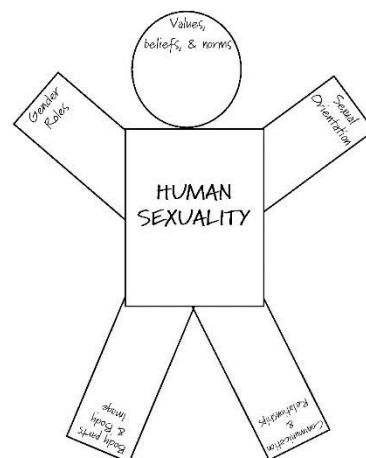
Once you have reviewed each poster, briefly discuss the activity with the class. Here are some possible discussion questions:

- What were some things you felt during this exercise?
- Why do you suppose we did this exercise
- What do all of these categories have in common?

Once you have completed a brief discussion, take the topic sheets and tape them together in the front of the room. The pieces should be taped together so that they form a person. Place the “Human Sexuality” sheet in the middle as the “body” of the person. It will look like this:

When all the categories are put together, they form a person: This is a representation of who we are as individuals. Debrief the activity with the students. Ask students a few discussion questions:

- What do you see now that the pieces are all together?



- How can all of these messages about sex, bodies, gender, orientation, relationships, and values affect teens?
- Is this something that you all think about often? Or not at all? Why?

Close the activity by reminding students that each person's sexuality is unique and different. Reinforce the importance of being aware of and examining the messages students receive about sex and how those messages can influence decision making.

Suggested Script:

Each of you today brought your own values and ideas to this activity. Each of your experiences helped shape who you are today. Our individuality is a lot like our sexuality. Each person has a different perception, connection, and understanding of their own sexuality. Many people think sex and sexuality are only related to body parts, sexual behaviors, and fantasies. But, our sexuality is so much more than that. These other categories play a huge role in forming our sexuality. When we are able to think about our feelings in relation to these different categories we can begin to understand ourselves more.

It's important to understand our values and beliefs about being sexual and how they relate to who we are today. The sexual decisions we make in life are not only connected to if we are attracted to someone or not, but are also related to the different values we hold, what we have learned from our families and our cultures, how we feel about our bodies, and more. By looking at the "big picture" of sexuality we can begin to explore all of our ideas around these topics. We will continue to talk about sexuality over the course of these (insert whatever time frame you will be with this class) and that's why we are beginning here, so that you all can begin to think about your own sexuality, and how that relates to who you are and what you know today.

VALUES & BELIEFS

15 minutes

Materials

- Index cards (one for each student)
- Agree, Disagree, & Pass Signs

Activity

For this activity students reflect on their beliefs about sexuality and seek to understand the beliefs held by their classmates. Post the "agree" sign on one side of the room and the "disagree" sign on the other. In the middle of the room post the "pass" sign.

Pass out one index card to each student. Let students know that this is an anonymous activity so they should not write their name on the card. Have students number the rows on the card 1-5.

Read the following statements out loud and have students write an "A" for agree, a "D" for disagree, or a "P" for pass.

1. Youth under 18 are too young to have sex.
2. You can tell if someone wants to have sex by their body language.
3. I believe in love at first sight.
4. It's healthy for partners to talk about planning marriage and children together after dating for 2 months.
5. Middle school youth are too young to know if they are gay or lesbian.

Once students have indicated their answer for each question, collect the index cards, shuffle them, and redistribute the cards to students.

Let the students know that they will now be asked to represent the answers on the card they have been given, not what they wrote down. Read each statement again, and have students move to the sign that corresponds to the answer on the index card they have been given.

Teacher Tip:

If space or mobility of students is limited, the class can use hand signals like thumbs up or thumbs down to show agreement or disagreement with each statement.

Suggested Script:

This activity is a space to think about other people's values and ideas about sexuality. I'm going to read off the statements and then you will move to the side of the room that corresponds to the answer on the card you have been given. I want you to think about why someone might have answered that way. Think about if you share the same belief or if you answered differently. We will then discuss reasons that a person may agree or disagree with each statement.

Facilitate a brief discussion for each question. Here are some suggested questions for discussion:

1. Youth under 18 are too young to have sex.
 - What are some reasons someone might agree with this statement? Disagree with this statement?
 - Is there a difference between being physically ready and emotionally ready?
 - Is there an "appropriate age" to have sex?
 - *Remind students that anyone, regardless of age or gender can buy condoms. Minors can get condoms, birth control, and STI/HIV testing from their doctor or from a clinic confidentially.*
2. You can tell if someone wants to have sex by their body language.
 - What are some reasons someone might agree with this statement? Disagree with this statement?
 - How does a person show that they want to have sex?
 - If a person is quiet and doesn't say anything, does that mean they want to have sex?
 - Can a person communicate/show with their body if they want to have sex or not?
3. I believe in love at first sight.
 - What are some reasons someone might agree with this statement? Disagree with this statement?
 - What does it mean to be in love?
 - How does a person know if they are in love?
4. It's healthy for partners to talk about planning marriage and children together after dating for 2 months.
 - What are some reasons someone might agree with this statement? Disagree with this statement?
 - When do you think a couple should talk about their future?
 - Is it important to plan for the future with a partner? Why? Why not?

5. Middle school youth are too young to know if they are gay or lesbian.

- What are some reasons someone might agree with this statement? Disagree with this statement?
- How does someone know their sexual orientation?
- Who could someone talk to if they were unsure of their sexual orientation?
- Do you think a person's sexual orientation stays the same throughout their life, or can it change?

After you have discussed all of the statements, have students return to their seats. Thank students for their participation in this activity and remind them about the importance of understanding their own beliefs, as well as recognizing that there are many different beliefs about sex and sexuality.

Suggested Script:

Thank you everyone for sharing your ideas and for trying to understand the perspectives of your classmates. As most of you know, some of these topics aren't talked about much. That's why it's important to start off the class by thinking about them – and exploring the beliefs people have about them. It's also important for us to recognize that there are different opinions about sex and sexual behavior in our classroom and we need to be respectful of each other's opinions."

WHAT I HAVE BEEN TOLD & WHAT I BELIEVE

10 minutes

Materials

- Worksheet: What I Have Been Told & What I Believe

Activity

In this activity students will have an opportunity to reflect on the messages they have been given about sex and sexuality, and what they believe. Pass out the What I Have Been Told & What I Believe worksheet and have students complete it individually.

Suggested Script:

Today we have talked a lot about beliefs. Now, you will have a moment to think about the messages you have received about sex and sexuality and then decide what you believe. You may share the same beliefs as your family, friends, religion, culture or community, or you may believe something different. Take some time to think seriously about this and write your responses on your worksheet.

Once students have completed the worksheet, ask a few students to share one of their beliefs from their worksheet.

HOMEWORK

What Influences Your Beliefs About Sex?

Worksheet: What I Have Been Told & What I Believe

Name: _____

Period: _____ Date: _____

Directions: Write a few messages, beliefs, or ideas in each category under the “What I have been told” section. Then think about what you personally believe to be true about sex and sexuality. Write your personal thoughts and beliefs under the “What I believe” section.

What I have been told about sex & sexuality from my...	
1. Friends	
2. Family	
3. Media (tv/movies/music)	
4. Religion	
5. Other	

What I believe about sex & sexuality:

Homework: What Influences Your Beliefs about Sex?

Name: _____

Period: _____ Date: _____

Directions: Answer each of the questions below in complete sentences.

1. What is something ADULTS have told you about sex?

2. What is something FRIENDS have told you about sex?

3. Are the messages from adults and friends the same? Why or why not?

4. What might influence your decision to have sex?

5. What might influence your decision to not have sex?